DOCUMENT RESUME

ED 342 773 SP 033 665

TITLE	Why Excellence in Teacher Education? Conversations with Policymakers and Education Leaders. Advancing the Agenda for Teacher Education in a Democracy. Comments on Goodlad's "Teachers for Our Nation's Schools." Exxon Education Foundation Forum (Washington, D.C., November 13-14, 1990).
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.; Education Commission of the States, Denver, Colo.; Washington Univ., Seattle. Center for Educational Renewal.
SPONS AGENCY	EXXON Education Foundation, New York, N.Y.
REPORT NO	ISBN-0-89333-086-8
PUB DATE	Feb 92
NOTE	41p.; For related documents, see ED 335 302-305.
AVAILABLE FROM	American Association of Colleges for Teacher Education Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($12.00).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Accountability; College School Cooperation; *Educational Policy; Elementary Secondary Education; *Excellence in Education; Higher Education; *Leadership Responsibility; Schools of Education; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; *Teaching (Occupation)
IDENTIFIERS	*Goodlad (John I); *Reform Efforts; University of Wyoming

ABSTRACT

The focus of these forum proceedings is education reform and the power that teachers hold to shape lives. Questions addressed by attendees included: Why the simultaneous renewal of schools and schools of education? How do we achieve reform? How do we assure the implementation of John Goodlad's agenda for change outlined in "Teachers for Our Nation's Schools?" What strategies must business leaders and school leaders take to implement change? What about the strategies for higher education leaders and state leaders? What is the next step? The booklet is organized into two parts. The first, "Education Reform versus Reality," reports on teacher education as a national problem and on Goodlad's book, "Teachers for our Nation's Schools." This part also includes a conversation with Goodlad. Part II, "The Dimensions of Change," examines: the relationship between teacher education reform and school reform; the higher education connection--a center of pedagogy; greater accountability for teacher education; current debate over licensing teachers; the federal/state contexts; and working toward collaborative dialogue. This section also features "Spotlight on Wyoming: Goodlad's Postulates at Work." The conclusion suggests steps to take next. (LL)

ED342773

WHY EXCELLENCE IN TEACHER EDUCATION? CONVERSATIONS WITH POLICYMAKERS AND EDUCATION LEADERS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David Imig

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY

COMMENTS ON GOODLAD'S *TEACHERS FOR OUR NATION'S SCHOOLS*

SP033 665

BEST COPY AVAILABLE

WHY EXCELLENCE IN TEACHER EDUCATION? CONVERSATIONS WITH POLICYMAKERS AND EDUCATION LEADERS

Exxon Education Foundation Forum, November 13-14, 1990, Washington, D.C.

ADVANCING THE AGENDA FOR TEACHER EDUCATION IN A DEMOCRACY

COMMENTS ON GOODLAD'S *TEACHERS FOR OUR NATION'S SCHOOLS*

Accompanying this volume are four guides to illustrate specific actions for renewing the education of educators simultaneously with reforming the nation's schools. The guides grew out of a project, the Agenda for Teacher Education in a Democracy, sponsored by the American Association of Colleges for Teacher Education, the Center for Educational Renewal at the University of Washington, and the Education Commission of the States. The production and printing of the guides and this booklet were underwritten by grants from the Exxon Education Foundation and Southwestern Bell Foundation. The four guides are as follows:

- *What Business Leaders Can Do To Help Change Teacher Education*
- *What College and University Leaders Can Do To Help Change Teacher Education*
- *What School Leaders Can Do To Help Change Teacher Education*
- *What State Leaders Can Do To Help Change Teacher Education*

These foundations and others have provided substantial support for Dr. Goodlad's effort. In 1990, the Exxon Education Foundation alone contributed $1.25 million in grants toward the next five-year phase of the Education of Educators Project.

The opinions, conclusions, and recommendations expressed in this guide do not necessarily reflect the views or opinions of the American Association of Colleges for Teacher Education or the other groups listed above. The AACTE is publishing this document to stimulate discussion, study, and experimentation among educators. Discussants at the forum were encouraged to express their judgments freely. We invite readers to evaluate this information in light of the unique circumstances of any particular situation, and determine independently the applicability of this information thereto.

Copies of this forum booklet or the guides in the series, Advancing the Agenda for Teacher Education in a Democracy, may be ordered from:

AACTE Publications
One Dupont Circle, NW, Suite 610
Washington, DC 20036-1186
202/293-2450
Single copy (prepaid): $12.00 for forum proceedings; $5.00 per guide

Published February 1992 by the American Association of Colleges for Teacher Education.
Printed in the United States of America.
International Standard Book Number: ISBN 0-89333-086-8

CONTENTS

Introduction v

PART I 1
Education Reform Versus Reality 1
A National Problem...Not Just a 'Teacher Education' Problem 1
The 'Flexner Report' for Teacher Education 3
A Conversation with John I. Goodlad 5

PART II 13
The Dimensions of Change 13
Relationship Between Teacher Education Reform and School Reform: Synchronized Reform Efforts 13
Higher Education Connection: A Center of Pedagogy 15
Greater Accountability for Teacher Education 16
Current Debate over Licensing Teachers 17
The Federal/State Contexts 20
Working Toward Collaborative Dialogue 24
A Spotlight on Wyoming: Goodlad's Postulates at Work 26
The Next Step 29
Conclusion 29
Resources 30
Acknowledgments 31

INTRODUCTION

'Stop for just one moment and, in your mind's eye, think about that one great teacher who made a difference in your life,' President George Bush said to the governors of the [1989] Education Summit...And everybody did.

—Governor Michael J. Sullivan of Wyoming recalled to a group of top education leaders and policymakers in November 1990.

A Human Face

When Governor Michael Sullivan of Wyoming spoke to participants of a forum organized by the American Association of Colleges for Teacher Education under the auspices of the Exxon Education Foundation, he brightened a dialogue between policymakers, education leaders, heads of child advocacy agencies, and other key people. Sullivan reminded us of the power that teachers hold to shape our lives. He brought a human face into the discussion about education reform.

Like others at the national forum, Sullivan's task was to tackle answers to these questions:

- Why the simultaneous renewal of schools and schools of education? How do we achieve reform? How do we assure the implementation of John Goodlad's agenda for change outlined in *Teachers for Our Nation's Schools?*
- What strategies must business leaders and school leaders take to implement change? What about the strategies for higher education leaders and state leaders?
- What is the next step?

That day, Sullivan was joined by University of Wyoming President Terry Roark. They shared an inspiring tale of how Wyoming had become a laboratory for John Goodlad's principles.

Remarkable Exchange

This booklet provides those who missed out on that remarkable exchange with an understanding of the issues, convictions, reflections, and recommendations that Sullivan and Roark revealed, as well as the dialogue of other key players in the teacher education enterprise.

Those to respond to John Goodlad's challenge and passion included Governor Michael Castle of Delaware; Albert Shanker of the American Federation of Teachers; Frank Newman and Kay McClenney of the Education Commission of the States; Arthur Wise of the National Council for Accreditation of Teacher Education; and Keith Geiger of the National Education Association.

As well, leaders from the American Association for Higher Education, Children's Defense Fund, National Association for the Advancement of Colored People, and of course, the American Association of Colleges for Teacher Education participated. Members of the Holmes Group, Project 30, and other groups active in teacher education reform also attended.

Part I of this booklet reviews some of the alarming trends that educators, policymakers, and others revealed in their talks and debate. These realities are expanded in John Goodlad's interview, led by Patrick Callan, a consultant with the Education Commission of the States. In Part II, this booklet discusses four topics: the relationship between school reform and teacher education reform, teacher education's connection with higher education, the debate over teacher licensing, and the state/federal context with respect to teacher education, which includes 10 recommendations. Finally, "A Spotlight on Wyoming" takes an encouraging look at the progress of one state toward building a partnership between schools and the teacher education program at the University of Wyoming.

Because real-world problems are complex and resources are not endless, and because people see things from different vantage points, tensions did escalate at times. But something

of promise also occurred. Speakers, even those on opposite sides, began to see that school reform, teacher education reform, and curricular reform must work together.

Clearly, excellence in education for all must be local, state, and national priorities. We have a moral imperative to create quality schools and schools of education to maintain a bright future for our democratic society. Through dialogue we can build a shared understanding of the issues, map out action steps, find resources, and foster public support to move this agenda forward.

Finally, thanks to John I. Goodlad of the Center for Educational Renewal for his insightful comments on the "agenda for change" provided in this booklet.

David G. Imig
Chief Executive Officer
American Association of Colleges for Teacher Education

PART 1

EDUCATION REFORM VERSUS REALITY

Schools are near the breaking point; they are being asked to solve our economic, social, racial, equity, and other societal problems...[Yet,] schools already face a significant responsibility when we ask them to educate our young people.

—Professor John Goodlad in an interview with Patrick Callan

At the November 1990 Exxon Education Forum, John Goodlad framed the discussion of educating children as "a moral imperative." Frank Newman of the Education Commission of the States called this essential task "a civic value." That our country had fallen short of this moral or civic responsibility is all too evident.

A National Problem...Not Just a 'Teacher Education' Problem

Consider what national education experts say about the grim state of schools and schools of education today:

- "A very small percentage [3 to 6 percent] of the youngsters graduating from high school are really able to read and write or to do two-step arithmetic problems or elementary algebra, and very few students know much about our nation's history and culture, or understand the fundamental ideas of science," says Albert Shanker of the American Federation of Teachers, quoting data from the National Assessment of Educational Progress. "....Essentially that means we're selecting teachers from an overall group of people who are not literate or numerate," says Shanker.
- Poor preparation in schools means colleges are often not places of higher learning.

"Maybe 90 percent of our youngsters in college are getting their junior high school and high school education there," says Shanker.

• "Only one-third of the programs that purport to prepare teachers in this country are accredited by the National Council for Accreditation of Teacher Education," Arthur Wise of NCATE observes.

• Prospective students spend little time discussing "what it means to teach in a social democracy such as ours, in contrast to a totalitarian state," Goodlad reports. His study also revealed that few teacher education students question the moral and equity implications of a school practice in which most students in low-track classes are of low economic status and are from minority groups.

• "The United States is the only country that spends millions of dollars trying to get people [to become teachers], rather than spending millions of dollars making good teachers better teachers," notes Keith Geiger of the National Education Association.

• Two million teachers must be hired in this decade, but there is a shortage of qualified teacher education applicants, especially minority candidates, states Governor Michael Castle of Delaware.

• "We want minority role models in the classroom; but if we can't have the role models, we need the sensitive, majority-culture teachers, and they need to be exposed to a variety of classroom situations—not just the lab school, but real-life situations in inner-city schools that are underfunded, poorly staffed, overcrowded.... That's a whole new teaching situation," says Beverly Cole of the NAACP.

• Current teachers are "bright," "creative," and "well intentioned," yet, Kati Haycock of the Children's Defense Fund, Newman, and others agree with Goodlad that teachers "are ill-trained" to prepare students for the skills of tomorrow's workplace.

• Teacher education course work lacks a coherent sequence, according to Goodlad and Janice Weaver of AACTE.

• Teachers work in classrooms isolated from peers and lead a "whirlwind existence"

that calls on them to perform every minute of their workday, says Haycock. Given so little time to think under these work conditions, how can we expect the best out of teachers?

- "The licensing system for teaching is in shambles," says Wise.
- "The United States has among the lowest standards for entrance into the teaching profession of any industrialized country," reports Geiger. "But then our country also has the lowest salaries. In Japan, there is only one profession that has a starting salary higher than teachers, and I believe that is engineers. ...In Germany, teachers are the upper-middle class, and that's typical of most countries."

Can colleges and universities that prepare teachers affect these alarming trends? The experts at the Exxon Education Foundation Forum agreed that part of the solution is building excellence in teacher education programs in the nation's colleges and universities.

The 'Flexner Report' for Teacher Education

When Abraham Flexner wrote his now famous report on medical education in 1910, Goodlad states in his latest book, *Teachers for Our Nation's Schools*, the education of doctors was in a disastrous state, much like the conditions we see today in teacher education. Medical education students were shockingly illiterate; they lacked a rigorous, well-integrated, medically related curriculum, and they completed little practical work with patients, according to Flexner's report, *Medical Education in the United States and Canada*.

Flexner had the courage to prescribe a major restructuring of medical education, and he had a model institution, Johns Hopkins University, to serve as the standard to which other medical schools should aspire.

Schools do not create themselves; to carry out the processes of restructuring, they

require well-educated and well-prepared teachers who look beyond teaching children in a classroom to the tasks of renewing their schools.

Al Shanker christened *Teachers for Our Nation's Schools* as the "Flexner report for teacher education." Shanker asserts that Goodlad's conclusions provide a rich vision of the teacher education enterprise, compelling reasons why piecemeal tinkering will not work, and a practical strategy for education reform.

Schools and schools of education cannot, by themselves, solve all the problems pointed out in this booklet. The problems require an array of solutions and support from beyond the education community. We are left with numerous questions. In the pages that follow, Goodlad and others expand on some of the factors that plague schools and schools of education, and suggest some answers.

A CONVERSATION WITH JOHN I. GOODLAD

By Patrick M. Callan, consultant, Education Commission of the States on *Teachers for Our Nation's Schools*

Teachers need to prepare all children to live in a democratic society that envisions conversation, dialogue, debate over what are the things that make our lives worthwhile in this country and the kinds of things that, if you will, the American dream broadened.

...Teachers need to be stewards of the school to make sure that the democratic principles that we believe in are not only protected, but are espoused and demonstrated in that setting.

—John Goodlad
Exxon Education Foundation Forum
November 13-14, 1990

Editor's Note: Professor John Goodlad wears many hats comfortably—academician, researcher, reformer, and policymaker. Frank Newman of the Education Commission of the States introduced Goodlad as an "academician who comes across as a very shy man," but who is, in fact, prepared to speak his mind and "to move to action."

"Gentle, compassionate, and passionate" is how Gary Fenstermacher of the University of Arizona characterizes Goodlad, having worked with him for a number of years at the University of California at Los Angeles.

In the following pages, Goodlad speaks about the urgent need to improve teacher education. This conversation weaves together material from two interviews with Patrick

Callan, one organized by AACTE under the sponsorship of the Exxon Education Foundation on Nov. 13-14, 1990, and the other sponsored by the Education Commission of the States on July 14, 1990.

CALLAN: On the basis of your five-year study, could you characterize some of the things that, in your view, need fixing in teacher education?

GOODLAD: First I'd say teacher education suffers from low status, and because of this you have an enterprise of ill-defined boundaries. At most institutions, there is no core of faculty in charge of teacher education, and as Governor Michael Castle mentioned, this means no one makes sure that students receive the best learning experiences. We found in our research that faculty, even faculty who teach the educational foundations courses, frequently feel that their other responsibilities take precedence.

Another problem we confirmed in our research is that there are serious disjunctures between the college or school of arts and sciences and the department, college, or school of education. Faculty should be working together to ensure that materials are coherent across the curriculum.

A third deficiency brought to light was the serious disjuncture between the theory and practice taught in teacher education programs and what's being implemented in the schools where graduates of those programs will teach. Our study found that once in the field, teachers were told not to try new, more successful methods of instruction because "we do things here the way they have always been done."

Another aspect of our study found that at many big schools of education, shadow faculty are the ones who teach courses and take students into the field for their student teaching experience. These able and dedicated people do not meet the requirements for promotion in the university.

CALLAN: It seems there is an enormous number of actors in this teacher education enterprise—faculty, deans of arts and sciences, deans of education, presidents, provosts, trustees, governors, legislators. Who's to blame for where we are now, and where should we look for leadership for change?

GOODLAD: As I wrote in an earlier research-based book, *A Place Called School*, we are all culpable. But the villain theory is unproductive. The problem is that teacher education reform has been guided by very simplistic views for more than 100 years. The irony is that many teacher education reforms undercut quality. Only now are we trying to link together school reform with teacher education reform. It's been a rocky road. We are still not prepared to do what is necessary to create a vibrant, dynamic educational system.

For instance, we talk about decentralizing authority, including the budget, to the individual school. But when the superintendent of Tacoma [Washington] got fired 15 years ago for doing precisely that, people concluded that if you decentralize the local schools and decentralize the money you'll get fired. That slowed us up.

As a first step, all the actors have to ask themselves whether or not they are doing their particular part of the job to support teacher education. Presidents of universities might assess whether they are making education a top priority. Is education a part of the president's announcements about the wonderful things the university is doing?

Deans need to assess the strengths of their teacher education programs and add to these. Let me give you an example. In every institution we visited there was something to commend. We visited one relatively large liberal arts college with a national reputation that had a very coherent sequence to the curriculum for its teacher education program. The program had a long-term chair who had developed a framework that was primarily philosophical, psychological, and sociological, and all the pieces fit together. Every member of the staff was socialized into the program.

However, they had such a strong view of the value of what they were doing that they

were unwilling to allow their students to have it contaminated by the tyranny of practice. So they had cut short the student teaching experience—just as short as they could make it to meet state requirements. Admittedly, they felt that they didn't have the resources to spend with the schools, which I think indicates a weakness in that program.

CALLAN: You call for a simultaneous renewal of schools and of teacher education. This is a tough agenda—is it possible?

GOODLAD: I don't think we have a choice. The renewal of teacher education and the renewal of schools simply have to be linked. You cannot talk about a school that's going to be a renewing place where the faculty takes care of its business, when it has teachers who view their role solely as taking care of a group of youngsters in the classroom.

Are we now preparing teachers geared toward and capable of renewing our schools? The answer is no.

We looked in vain for a mission statement for teacher education that was tied to the reality of schooling, let alone some ideal perceptions of teaching...

That led us to say that our schools are the only institutions in our society specifically charged with enculturing the young about the meaning of a political and social democracy.

[We asked teacher education students] whether their course work dealt with the nature of a totalitarian society, and what it means to teach in it versus teaching in a democratic society like our own. [They recalled spending one class period on it. Hearing that] we realized the curriculum is very, very shorn of what is needed for one to be a steward of the schools.

We raised the question, "Have you ever thought about the way in which we track students in secondary school, and that if you have 12 students in a low-track class, in many schools in our country 11 of them will be minority?" Well, they hadn't thought or talked about that. To me, that response indicates something is wrong here.

The critical feature in this book is that we are really proposing a pilot program. We are proposing that universities build a partnership with *whole* schools, not only classrooms. Further, that these schools be ones such as the professional development schools recommended by the Holmes Group, the clinical schools supported by grants from the Ford and AT&T Foundations, or the schools preparing principals in new ways through the Danforth Foundation program.

Educational leaders must take risks and be prepared for some pilot programs to fail. Some people make careers out of criticism. They are going to say that they are not doing a good job. We've got to look at it more holistically, and say, "They are moving, they are renewing, they are making mistakes."

If you envision that in five or six years we might have between 30 and 50 pilot settings, and every one of those pilot settings would have enough surrounding clinical schools engaged in renewing themselves to take care of the teacher education population, I think we're getting close to a critical mass behind which others can follow.

CALLAN: Structural and organizational changes are proposed in your book, but really, the intellectual and curricular developments that have to go with it haven't been done. Some may advocate that "we've got to go very slowly with this. We better change 10 percent of our program at a time and let the knowledge base catch up."

GOODLAD: I'm sorry that view is emerging in some quarters. I think if that's the view we take now, then we can anticipate in 2001 precisely what we've got today or worse....We've been tinkering around the edges.

...I think we've got to look at the whole thing, or we aren't going to get anywhere at all. We've got to go at it the way Boeing is going at their proposal for a new generation of aircraft. We need a new "airplane" in education, particularly for grades K-12. And, it's going to take some time to see results. I project it will be seven years before the first graduates come out of new teacher education programs.

CALLAN: Let's go to 1998 and assume we are successful in implementing some of these reforms. Can you describe the teachers going into the schools? What are the outcomes of your programs? What should teachers, educated in the way you have described, now be able to do as compared with the outcomes of teacher education you found in the study?

GOODLAD: Now we have teachers who are merely prepared to be technocrats, teachers who understand mathematics reasonably well, but who are not reflective practitioners. They have no other conception of what the school's job is.

...We had to come up with a mission for teacher education that was geared to the mission of schooling. That led us to say that schools are the only institutions in our society specifically charged with enculturing the young into a political and social democracy.

Second, the schools are charged with introducing the young to the human conversation. That means they need to learn about the disciplined fields of knowledge, and how we bring those to bear in the workplace, in parenting, and in our lives in general.

We have been creating a lot of service jobs. Do we want those people in service jobs to be well educated? You bet we do.

Third, we must have teachers who are able to use a half-dozen or more ways of enticing the young into the excitement of learning. A rich repertoire of pedagogy is important. Teachers need multiple ways of teaching reading, so they can reach all children. People who tell me you don't need pedagogy, that all you need is a subject field, I have a cure for them—go teach in the first grade for six weeks.

Fourth, teachers need to be moral stewards of the schools to make sure that the democratic principles that we believe in are not only protected, but are espoused and demonstrated in that setting. Teachers need to work together to assure that *all* children learn. Schools put children at risk by immoral practices. Teachers need to examine their assumptions and refrain from perpetuating immoral practices. It is immoral to assume that

a youngster speaking another language can't learn. It is immoral to arrange the school curriculum in such a way that some children are denied access to knowledge because they are wrongly believed to be slow learners.

CALLAN: You have suggested that we are not going to succeed in restructuring schools unless we address the agenda you have described. You have just told us that this agenda, like most of the things we try to accomplish in education, will ultimately be carried out by universities, schools, and communities. What advice would you give to the policymakers and others who want to advance this agenda? What can states do to encourage these developments, and what ought they avoid?

GOODLAD: First of all, I have to tell them that, whether we like it or not, we've got to go with a broken front. I mean we have to be prepared to differentiate among institutions that have the potential for strong teacher education programs and those that do not.

State leaders must make some tough decisions on funding. There are inadequate resources to make every school of education meet standards of excellence. We have to close some schools of education.

A regional center where resources are pooled in a corner of some state where there are three universities would provide an answer. A regional system where several institutions and school districts are collaborating would help provide adequate placement for student teachers.

Second, states are going to have the difficult task of deciding whether or not they are willing to match incentive funds with private funds. For example, it would be our hope that we will find private donations to allocate say $100,000 to a particular institution. Is the state prepared to put up another $100,000? Is the state prepared to work with business and industry in that state to provide matching funds?

Plus, we must decide what to do with the money. Simply throw it into the existing

program? Not at all. We must reserve it to hire faculty for the new program as old faculty members retire.

CALLAN: Some who read this report say that this may be news to John Goodlad, but we knew it all along.

GOODLAD: If teacher educators and the deans and directors of teacher education have known this all along, this is a shameful self-indictment...but, I think these colleagues are saying something else, that they have known much of what we're saying intuitively. That is, for example, they have known they've been placing their students in field settings with inadequate supervision.

Deans may have wondered what they can do to provide adequate supervision faced with the reality that it might take five additional staff lines allocated to teacher education to provide quality guidance. If you're a dean in a major research university, you don't have much power over what tenured professors do...

A much tougher question, and I appreciate your not asking it, might have been: "John, you were a dean; why didn't you do all this?" [I've discussed things in the book] that I didn't understand as a dean. At that time, we created a Center for Pedagogy, which we called a laboratory in teacher education....It came off only moderately, as Gary Fenstermacher of the University of Arizona will tell you. That's because I did not protect the budget. Knowing what I know now, I would have gone to the chancellor and to the faculty and been willing to take on the bloody battle of protecting that budget.

Deans in universities will need the infrastructure created by ECS, AACTE, governors, legislators, and others. It is very, very difficult for deans to be able to bring about changes on their own in a university setting, particularly if there is not a great deal of support.

We, as a nation, are in grave danger. We face a national crisis that places the very moral underpinnings of our democratic society at stake. Schools cannot do this job alone. They need the American public behind them.

PART II

THE DIMENSIONS OF CHANGE

Educators, policymakers, and others must work together to overcome the obstacles and respond to the needs of all children.

If teacher education reforms are to have any impact, there must be far-reaching changes in many areas simultaneously and, most of all, commitment from a group of key leaders, said participants of the Exxon Education Foundation Forum held in November 1990 in Washington, D.C.

Understanding what must change requires that educators and policymakers agree on what has not worked, and then decide on a common agenda. Part II focuses on five topics related to teacher education reform:

- the relationship between teacher education reform and school reform;
- the higher education connection;
- greater accountability for teacher education;
- the current debate on teacher licensing; and
- the state/federal context.

Finally, "A Spotlight on Wyoming" provides a look at how one state has begun the task of restructuring its schools and schools of education using Goodlad's 19 postulates.

Relationship Between Teacher Education Renewal and School Reform: Synchronized Efforts

Schools and schools of education will need to do more than simply jump in and offer a new curriculum here and a new school-university partnership program there, wrote Goodlad in *Teachers for Our Nation's Schools*. Those kinds of disjointed approaches have led to mediocrity or worse. As Frank Newman of the Education Commission of the States observes:

> We are in danger in this country...that we will have the world's most wonderful education reform efforts that fail, not because the reform efforts aren't right, but because we have a piece of teacher education reform over here, and a bit of school restructuring over there, and a new math-science curriculum over there. But none of it plays together in a way that is powerful enough to move a giant and diffuse system...
>
> The wonderful thing about John Goodlad's project is that its pilot efforts are intended to make all these things—teacher education, school reform, and a curriculum geared to the needs of the 21st century—come together.

Russell Edgerton, president of the American Association for Higher Education, seconded Newman's praises for Goodlad's pilot projects. Edgerton sees the pilots as a viable way to test a comprehensive, systematic, and holistic approach to teacher education reform, similar to the experimental model used for the Pathway Program at Harvard Medical School.

"Instinctively, Goodlad's agenda seems the way to go...an essential first step," says Edgerton. "The [postulates reflect a] superior head-task comparable to an organizational analysis." Excited by the blueprint for change which *Teachers for Our Nation's Schools* offers, Edgerton, Weaver, Haycock, Castle, Roark, and others touched on many aspects of the four main dimensions of teacher education reform:

- teacher education programs (curriculum, funding, support);
- roles and relationships (partnerships between schools and universities, between the community and the schools, between families and educators);
- policies and regulations (university program admission policies, state mandates for teacher education programs, and teacher licensing); and
- accountability (universities accountable for the quality of teacher education programs, and all players doing their parts).

In the following sections, several of these essential elements of a strong teacher education program are discussed.

Higher Education Connection: A Center of Pedagogy

"Universities are in for a bumpy time," John Goodlad says. "One reason is that the wall blocking understanding in the community of what the university is doing is beginning to crumble. Because of that, I think the university is going to come under close scrutiny."

One of Goodlad's major recommendations calls for a Center of Pedagogy, a unit within the university that focuses on pedagogy and the preparation of teachers. The Center would bring together a group of faculty members from the arts and sciences, faculty from teacher education, and faculty from the schools.

"This will not be an easy task," Goodlad predicts. He and others from the university community suggest that budgets and reward systems at universities must be revamped to reward those who teach or perform research in teacher education. Too frequently, the current system assigns research budgets so that they dominate over the importance of teacher education programs, he says.

Reward systems at schools and universities should be expanded because at present they "provide no incentive for involvement in teacher education," says Gary Fenstermacher of the University of Arizona.

Asked whether it is possible to accomplish the changes Goodlad calls for in *Teachers for Our Nation's Schools*—changes in tenure, changes in reward systems, changes in the incentives for active participation in teacher education, and changes in incentives for research centered on the training of teachers—Terry Roark, president of the University of Wyoming, suggests that it is not only possible, it is imperative.

"Teacher education must succeed...And no single model will 'fix every situation in every institution,' but John Goodlad's 19 postulates provide an excellent starting place," Roark says.

At the University of Wyoming, Roark plans to lead the way for development of a Center of Pedagogy and the implementation of Goodlad's other recommendations in a pilot program.

Greater Accountability for Teacher Education

Janice Weaver, dean of education at Murray State University in Kentucky, agrees with Goodlad's assessment. Teacher education programs and universities, in general, she predicts, will face considerable criticism in coming years because of a rising public consciousness about the poor job of educating that universities are doing.

"We are seeing a new demand that higher education be held accountable," says Weaver, "to produce graduates who know something."

To resolve shortcomings in present teacher education programs, Weaver believes universities will need to rethink and expand the teacher education curriculum. "Universities will have to include instruction on subject matter and on how to teach that subject, not just greater subject depth," says Weaver. Ideally, programs need to show "interrelatedness and synthesis across the curriculum."

Current methods for teaching teachers fall well short of Goodlad's model, claims Weaver. "No one can teach if all they've ever had is rote memorization, parroting back to a faculty member in arts and science, who insists on students seeing it his way," she says.

Greater accountability, but how?

In his prescription for change, Governor Michael Castle of Delaware advocates specific incentives for holding teacher education programs more accountable for results. Castle recommends these positive and negative incentives, which he calls "carrots" and "sticks":

- Provide institutions and colleges with management flexibility to meet new standards.
- Deregulate the teacher education curriculum, and encourage institutions instead to focus on results—on what teachers should be able to do for students.
- Hold institutions and colleges of teacher education accountable for results, and terminate ineffective teacher education programs.
- Set aside "competitive" funds to drive reform so that funding is tied to the kinds of changes that must take place, and institutions must compete for funding.

Kay McClenney of the Education Commission of the States recommends similar measures. Like Castle, McClenney calls for linking "accountability and assessment to funding, to program review, and termination, and some of those other tough decisions that we're too often not willing to make in public policy arenas."

Current Debate over Licensing Teachers

Ultimately, educators, school leaders, policymakers, and legislators agree on the long-term goal: to increase the pool of well-prepared teachers. But, just how to establish a workable interim game plan provoked much discussion about the current state of teacher licensure, certification, and accreditation.

By definition, "a license attests that someone meets standards designed to protect the public," says Goodlad in *Teachers for Our Nation's Schools*. "A certificate attests to satisfactory completion of a professional preparation program; accreditation attests that a program meets conditions deemed necessary by a profession."

Goodlad's statement that well-prepared teachers can better meet the educational needs of students met no controversy. But the public, rather than spend more on education, has settled for teachers who are less that well-prepared.

Wise, Goodlad, and others identified multiple factors as responsible for the present malady whereby: (1) states set curricular requirements for teaching licenses, and then change them every few years; (2) states grant temporary or emergency teaching licenses to individuals who may not be qualified teachers; and (3) states suggest a less rigorous curriculum (alternative certification or substitute certification) in the face of teacher shortages.

Alternative Certification. Albert Shanker of the American Federation of Teachers minced no words in his criticism that alternative certification allows states to put "a warm body in a classroom." Lashing out at legislators who resort to "politically expedient measures,"

Shanker says the system is an "insult to the profession." John Goodlad and Arthur Wise echoed these sentiments and voiced additional concerns about the practice.

Goodlad calls shortcuts to teacher certification "senseless" and believes it stems from a general misunderstanding about the professional challenges that teachers meet daily. He claims that "many sensible people" believe in the simplistic notion that to prepare teachers "we need only link them up with a practicing teacher—a mentor" and give them a few courses in pedagogy.

Governor Michael Castle: 'No Good Alternatives.' Nonetheless, advocates of alternative certification, of whom Delaware Governor Castle was most vocal, claim that alternative certification is viable.

Castle believes that some people can become good teachers without much training, and "good alternative programs can complement existing education schools." He also reminded Shanker that budget realities and a small applicant pool are two reasons why legislators "opt" for alternative certification.

Legislators like himself want an alternative certification program "that is not some easy channel [which places] a warm body in the classroom," retorts Castle. Because of a paucity of qualified applicants, he feels forced to choose between "unacceptably large class sizes" or classes taught by teachers who have undergone alternative preparation to be certified.

Both Sides Agree: A Dearth of Well-Prepared Teachers. Shanker concedes that "it [may not be] possible to squeeze 2.5 million [teachers] out of a nonexistent pool." Despite this distressing reality, he holds firm that alternative certification "insults teachers" and gives students a second-rate education. To make his first point, Shanker notes that the United States fails to "compensate those teachers who are certified at a higher level than alternatively certified teachers." The current salary structure penalizes credentialed teachers when it might be used to reward them, notes Shanker.

On a different tack, Arthur Wise charges that alternative certification proves an undemocratic practice because it disproportionately affects minorities. We must "fix up teacher education, teacher education accreditation, and teacher licensing primarily to protect the interests of the educationally needy," says Wise.

"Virtually all of the alternately certified people teach in New York City, Houston, Los Angeles or other major cities," adds Wise. "This means that alternately certified people teach those youngsters who most need what school should offer, namely a cadre of teachers who have learned what there is to know about effective teaching." He suggests that equity issues have been overlooked when making this policy.

A simultaneous movement to create "a national system of teacher education accreditation" and an improved licensing system would help the agenda for teacher education reform, Wise believes. "We need a system that tells us when an individual is ready to practice autonomously...that the individual has learned what teacher education has to offer, knows what he or she must know, can do what he or she must be able to do in order to instruct youngsters. We must evolve such a system in education, just as we have in other professions."

"Frustration breeds—begets bad policy," says Kay McClenney. She coaxes participants to stop blaming and start offering alternatives and better information to policymakers. While recognizing that some say alternative certification is bad policy, she responds:

> It is not sufficient...for us just to say, 'Stop doing that....' We must substitute a new notion of what good policy is....We have to have a vision for what schooling must look like in the U.S.A., and what kind of preparation of those teachers is appropriate. That is an appropriate function for state leaders and policymakers

Changing demographics and societal norms pose significant challenges for public educators. Statistics show that more children are entering school from poverty households, more children are from minority backgrounds, and most schools suffer from a continuing high dropout rate prior to high school graduation.

There probably has never been a more critical time to start addressing the problems simultaneously in schools and in teacher education. The next section focuses on some of the policy recommendations that legislators and educators proposed during the forum's debate and dialogue.

Federal/State Contexts and Recommendations

> *Because the world has changed in a fundamental way, schools must change; therefore universities must change; therefore state policy must change.*
>
> —*Frank Newman, President, Education Commission of the States*

Cooperation, collaboration, and communication are key elements of successful teacher education reform. But on what can so many disparate interest groups agree?

For starters, many forum experts believe that university, school, and state leaders can work together more effectively on policy solutions. Dialogue has opened their eyes anew to the dangers of short-term "on-the-cheap" remedies.

John Goodlad says that policies, priorities, and solutions become more clear when everyone agrees there are compelling moral reasons to change: He asserts that we can rally around an agenda that says in our democratic society, *all children can learn*.

Long-term solutions needed. The best policy for this country is to make sure that every child graduates from high school with a solid education, forum participants agree. But, that means more than mastery of the basic skills of writing, reading, and arithmetic; it also relates to skills in critical thinking and analysis, and an adeptness with technology. These are the tools that will prepare students to work in the year 2000, according to Frank Newman, John Goodlad, Kati Haycock, and others.

Political pressures force elected officials to look for "on-the-cheap," short-term

solutions, says Goodlad, such as lowering the standards for certification. He advocates long-term solutions, such as ensuring that teacher education programs receive adequate funding and freedom from state curricular requirements, to create a pool of well-prepared, outstanding teachers.

In many ways, states can do more to initiate reform because they have the power to prescribe policy to local colleges, state universities, and school districts. Historically, however, states have used that power in ways that repress rather than foster initiative, according to Goodlad's findings in *Teachers for Our Nation's Schools*.

For example, state policies that relax credentialing standards have meant teachers with the least education are educating students most "at risk" of failure, says Arthur Wise. Many of these students are minorities, which should raise our concerns about equity.

Also, states delineate credentialing requirements for teacher educators, including specific course work and hours required, and frequently change credentialing requirements, say John Goodlad and Janice Weaver. Both agree that while states have a legitimate role in teacher licensing, legislators do not fully comprehend how their changes will be incorporated into a coherent, existing teacher education curriculum.

For political reasons, states fund schools, colleges, and departments of education at levels that are far below par rather than close some of them, according to Goodlad and Governor Castle. Politicians and the public seem unaware of a harsh reality: Spreading the money around many institutions compromises the standards of all.

Both federal and state policymakers can work with educators right now to make change happen. Here are recommendations advocated during forum discussions. Although any list of recommendations will be incomplete, forum experts agreed on these 10 ideas.

Recommendation 1. Obtain federal financial support for simultaneous teacher education and school renewal. Gary Fenstermacher suggests providing funds for NDEA Title IV education fellowships, and money to develop his dream—a case library of teaching

incidents. The federal government could also fund teacher education legislative initiatives, says William L. Smith of the U.S. Department of Education.

Recommendation 2. Establish policies that support and encourage risk takers. Governor Castle believes that institutions can be given incentives for trying out pilot programs, such as that outlined in Teachers for Our Nation's Schools. "State and federal funding could be provided to teacher education programs to recognize outstanding progress in improving teacher education," he recommends.

Recommendation 3. Develop certification standards that are determined and monitored by those in the profession. Arthur Wise believes that ultimately, teachers and teacher educators must work out a strict code of professional standards to which all in the profession must adhere.

Recommendation 4. Work simultaneously toward building a single system of national teacher education accreditation. "The Council on Medical Education set about to ensure that each of the states' schools of medicine measured up to the Flexner standards," says Arthur Wise in an historical analogy. NCATE, he adds, hopes to advance the agenda for teacher education accreditation in a similar fashion.

Recommendation 5. Pass state legislation that supports a loose set of teacher education curricular requirements. Those requirements would focus on a foundation of knowledge that assures teachers will be able to respond to the learning needs of children. The requirements would not address specific credits and instruction.

"We cannot expect curricular renewal if the state has a rigid set of curricular requirements," says Goodlad, "and then changes them every two to three years." Weaver agrees, saying she has spent years trying to circumvent inappropriate state requirements that undercut quality.

Regulation by the states of the teacher education curriculum has resulted in "an inflexible curriculum that has built up over many years," charges Governor Castle. He calls for the "deregulation of the teacher education curriculum" and renewed emphasis on states making sure "schools of education focus on results—on agreeing what teachers should be able to do."

McClenney adds her comments to the predominant view:

> It is appropriate...for those policymakers to delineate standards and conditions which would characterize the appropriate preparation for teachers, and then to maximize the flexibility provided to institutions to find the ways for addressing those standards and achieving those expectations.

Recommendation 6. Increase the funding for schools to support professional and leadership development. Faculty and education leaders may be deficient in the skills needed to teach children. If so, they need to hone their own skills, for example, in critical analysis and thinking, before they can teach those skills to students, observes Kati Haycock of the Children's Defense Fund.

Recommendation 7. Support prenatal services and other child and youth agencies to give children a solid start. Haycock reminds us that we must take all the needs of children more seriously, because "they are our future."

Recommendation 8. Get the "right policies" and work cooperatively from the state level to the institution level to the school level. Frank Newman sees commitment as starting "at the top" with policies that support education.

Recommendation 9. Allocate adequate funding for K-12 and higher education to meet America's educational goals for the year 2000. The Education Summit between the

President and the governors produced a set of national education goals, such as "U.S. students will be the first in the world in literacy, mathematics, and scientific achievement." Meeting these goals will take lots of public and private resources and commitment to make school restructuring and teacher education reform happen. Of this fact, all speakers agreed.

Weaver comments:

> I don't know how we will infuse even minimally sufficient resources in the 1,300 plus institutions that prepare teachers. ...My one hope is the state of Kentucky which rewrote 1,000 pages of law, based on two assumptions: Every child can learn; and teachers know how to teach and deserve the opportunity to demonstrate that. The state has said, as poor as it is, that it will find resources to restructure schools. It will also find ways to increase the funding for higher education.

Says McClenney: "Our real mandate is to change the way the American people think about our schools and our teachers. If we look at the situation, we have to conclude that people like teacher education and our schools just the way they are."

She agrees with Haycock who says that "far more of us have to talk bluntly to the American people about what's wrong with our schools, our schools of education, and what kind of threat this poses to our nation's future."

Recommendation 10. Demand accountability. Summing up the feelings of a number of forum speakers, McClenney insists "on definitive descriptions of outcomes for teacher education programs, outcomes that ultimately have to be linked, in turn, to changes in the schools, to changes in student learning in the schools."

Working Toward a Collaborative Dialogue

One speaker alluded to a "nervousness" between key players of the teacher education enterprise; Wyoming Governor Michael Sullivan reflected that a degree of

"antagonism, distrust, resistance" sometimes crept into discussions; Frank Newman of ECS spotted a "defensiveness" and an "inability to hear the criticisms and concerns suggested by opponents." For example, Newman noted that many people expressed outrage at former New Mexico Governor Garrey Carruther's comment that "all the money should be taken out of teacher education," but they failed to consider why "that thoughtful man" might have come to that conclusion.

Of one thing, however, these experts agreed. Goodlad's postulates call for a collaborative dialogue. That means, they said, that we—teachers, academicians, educators, heads of child advocacy agencies, politicians, business leaders, parents, and others—must work harder at understanding other people's points of view and in communicating our position and rationale clearly.

To get "the right policies we need the involvement and support of the political system," says Newman. "And they, in turn, need the involvement and support of the academic system." And of others beyond the schools and universities.

A SPOTLIGHT ON WYOMING: GOODLAD'S POSTULATES AT WORK

The best teachers, architects of the human soul, stay with us always.
—Wyoming Governor Michael J. Sullivan

"Small enough in population to get your arms around, yet diverse enough for educational innovation, for review, for study," Wyoming Governor Michael Sullivan cited these facts as key reasons why his state was well-suited to serve as a "laboratory" for John Goodlad's principles. Wyoming was also a unique candidate because it has only one four-year institution of higher education.

Wyoming began to simultaneously revamp its teacher education program and schools back in 1986 along the "views and visions of John Goodlad," Sullivan recalled. A first step was to win the support of key players. Those leaders included "a thoughtful university president [Terry Roark], an evangelistic dean of education [Richard Andrews], and an aggressive and visionary state superintendent of public instruction [Lynn Simons]."

Change did not come overnight, but a "sense of electricity and excitement" between educators in the schools and university about "what could be accomplished" kept people involved. By 1990, the state's reform efforts had won recognition for its educational climate/environment from several national groups. "We were recently ranked first of all states in education and the environment in the Grant Thornton Manufacturing Study," says Sullivan. "That's one of those [studies] that four years ago I deplored; now I think it's a pretty good study." The Association of Parents and Children also gave the state high marks.

Working together, Wyoming established a school-university partnership between the College of Education at the University of Wyoming and public school districts. Today the partnership has broadened to include 12 public school districts from across the state and

the state Department of Education. Each school district focuses on three primary areas of advancement: (1) teacher preparation programs, (2) administrator education programs, and (3) technology in education.

Sullivan suggests that to move forward in teacher education "players work hard to overcome the inevitable resistance, lack of trust, and antagonism that characterize the relationships between groups." He recommends that actors—business people, teachers, student teachers, school administrators, state bureaucrats, governors, superintendents of public instruction, administrators and faculty at the higher education level, legislators, and parents—mutually collaborate on a common agenda. Moreover, he sees the role of the politician who has access to different groups "to try to bring [people] together. To try to see that we're not reforming in 80 different ways, none of which can permanently or significantly affect the role of education in this country."

With the school-university partnership in place, University of Wyoming President Terry Roark plans to address teacher education reform at the university level. The policies and reward structures for "promotion advancement, parity, rewards, autonomy, security, identity, budget, personnel, authority for teacher education programs—postulates 1, 2, and 3—fall squarely in the laps of the trustees, the president, the provost, and the deans...and we plan to work very hard to turn Goodlad's 19 postulates into reality," he says.

Roark expressed pride and enthusiasm for this monumental task. University presidents serve a "political" function when they "give highly visible support to teacher education" within the university and with external agencies such as the state board. Presidents are instrumental when they "help raise public and private funds" and when they "emphatically push for the creation of a Center of Pedagogy."

Revitalizing teacher education has larger implications for "the much needed improvement of undergraduate instruction in the overall university," says Roark, who thinks that "Professor Goodlad's ideas for teacher education apply in a much broader arena." The university president reflects:

> Wouldn't the following observations apply equally for all students at a university. First, students are receiving precious little guidance in selecting their general studies and in becoming more than passive course-takers. Second, faculty must devote particular attention to the intercultural ignorance and prejudice embedded in the value systems brought to college by those who want to teach, and certainly to learn. Failure to do so allows those values to be carried unchallenged and unexamined into the schools and society. And third, faculty members must engage their students in inquiry that brings divergent views to the surface, and helps students realize that all opinions are not of equal value—their validity depends on moral and ethical norms, as well as data and, even, reason.

Roark's reflections parallel Goodlad's notion that teachers are "moral stewards of the schools."

THE NEXT STEP

Teachers for Our Nation's Schools adds a new vocabulary and framework to education reform. "If it does nothing more," says Janice Weaver of AACTE, "John Goodlad's work documents the extensive resources that will be needed to revitalize teacher education."

Kay McClenney of the Education Commission of the States asked policymakers and others to begin with a policy audit. The audit would look

> at what kinds of messages we are giving to institutions and to schools about what our priorities are. I think...we would see that our priorities in higher education are not to enrollment, to growth-sponsored research, or the other things we have discussed, but to intercollegiate athletics and Orange Bowls.
>
> Unless we match our policies with incentives we will make little headway in reform efforts, because people respond to real-world incentives. The American public must be convinced there is an incentive to change.

Conclusion

Whatever criticism or whatever examination we bring one to another, each of us, must "continue the dialogue about the essentiality of linkage, of resources, and of redefining what it means to know, and to learn, and to help others to know," says Janice Weaver. "Whatever may come in the way of application, let us not forget what we've learned in the past from Dr. William Smith who worked on Teacher Corps and never sacrificed quality."

This booklet, we hope, explains why Goodlad and other experts see a compelling reason to improve the schools, colleges, and departments of education where teachers are taught. We urge you to use Goodlad's and other researchers' findings to pursue the dialogue on teacher education reform, today.

RESOURCES

Several national groups support the work of improving the education of educators. The names and addresses of those most active are included here as valuable sources of information and/or materials.

Mr. Roger Soder, Associate Director for Educational Renewal, College of Education, University of Washington, Seattle, WA 98195, 206/543-6162.

Dr. David G. Imig, Chief Executive Officer, American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-1186, 202/293-2450.

Dr. Joni Finney, Director of Policy Studies, Education Commission of the States, 707 17th St., Suite 2700, Denver, CO 80202-3427, 303/299-3354.

Ms. Susan Fisher, Coalition of Essential Schools, Box 1938, Brown University, Providence, RI 02912, 800/662-2266, ext. 3384.

Dr. Judith Lanier (The Holmes Group and Michigan Partnership for New Education), Dean, College of Education, Michigan State University, East Lansing, MI 48824- 1034, 517/355-1734.

Mr. L. Scott Miller, Senior Vice President, Council for Aid to Education, 51 Madison Ave., Suite 2200, New York, NY 10010, 212/689-2400.

Dr. Frank Murray (Project 30), Dean, College of Education, University of Delaware, Newark, DE 19716, 302/451-2311.

Dr. Thomas J. Switzer (The Renaissance Group), Dean, College of Education, University of Northern Iowa, Cedar Falls, IA 50614, 319/273-2717.

ACKNOWLEDGMENTS

This booklet is the result of the knowledge, efforts, and talents of many professionals. Special thanks are extended to moderators and discussants at the Exxon Education Foundation Forum, "Teachers for Our Nation's Schools," November 13-14, 1991, Washington, D.C.

Moderators:

Patrick Callan, consultant, Education Commission of the States

Phyllis Edmundson, author, *Advancing the Agenda for Teacher Education in a Democracy: A Guide for College and University Leaders*

Calvin Frazier, co-author, *Advancing the Agenda for Teacher Education in a Democracy: A Guide for State Leaders*

Barbara Hatton, Director, Education and Culture Program, The Ford Foundation

Arturo Madrid, President, Tomas Rivera Center

Diana Rigden, author, *Advancing the Agenda for Teacher Education in a Democracy: A Guide for Business Leaders*

Discussants:

Hon. Michael M. Castle, Governor of Delaware

Beverly Cole, Director of Education, National Association for the Advancement of Colored People

Russell Edgerton, President, American Association for Higher Education

Gary D. Fenstermacher, President, 1991-92, American Association of Colleges for Teacher Education, and professor, College of Education, University of Arizona

Keith Geiger, President, National Education Association

Kati Haycock, Vice President, Children's Defense Fund

Kay McClenney, Executive Vice President, Education Commission of the States

Frank Newman, President, Education Commission of the States

Terry P. Roark, President, University of Wyoming

Albert Shanker, President, American Federation of Teachers

Roger Soder, Associate Director, Center for Educational Renewal, College of Education, University of Washington

Hon. Michael J. Sullivan, Governor of Wyoming

Janice Weaver, President, 1990-91, American Association of Colleges for Teacher Education, and Dean, College of Education, Murray State University, Kentucky

Arthur Wise, President, National Council for Accreditation of Teacher Education

Staff:

Susan Cimburek, Associate for Administration, American Association of Colleges for Teacher Education

Joni Finney, Director of Policy Studies, Education Commission of the States

Sharon Givens, Director of Publications and Marketing, American Association of Colleges for Teacher Education

David G. Imig, Chief Executive Officer, American Association of Colleges for Teacher Education

TEACHERS, WE HOPE, WILL SEE THEIR JOB as preparing all children to live in a democratic society that "envisions conversation, dialogue, debate over what are the things that make our lives worthwhile in this country and the kinds of things that, if you will, the American dream broadened.

...We need teachers who are capable of being stewards of the school, who make sure that the democratic principles that we believe in are not only protected, but are espoused and demonstrated in that setting."

—JOHN I. GOODLAD
Excerpted from
"A Conversation With John Goodlad"

American Association of Colleges for Teacher Education

CENTER FOR EDUCATIONAL RENEWAL

College of Education
University of Washington